

# Indiana State Approved Course Titles and Descriptions

## 2013-2014

### Elementary Grades K - 5

Indiana Department of Education  
Division of College and Career Readiness  
151 West Ohio Street  
Indianapolis, IN 46204

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## GENERAL INTRODUCTION

This January 2012 edition of the Indiana Department of Education’s State Approved Course Titles and Descriptions for the Elementary school includes the following changes of note:

- The Elementary, Middle School, and High School Course Descriptions are now available in separate documents located on the IDOE website.

We welcome your suggestions and comments. Please contact **Kelli McGregor** at **kmcgregor@doe.in.gov** should you have any recommendations or corrections that you would like to share.

Course descriptions provide brief statements of the content of middle level courses. These descriptions are intended to assist schools in communicating, in a broad context, the content and Academic Standards of Indiana state approved course titles.

Course descriptions also serve as category descriptions for the state textbook adoption process. Code numbers listed for each course description should be used when reporting courses on Indiana Department of Education documents.

Instructional decisions related to curriculum selection and development, implementation, and assessment are left to local school corporations. In fact, Indiana schools may explore, develop, and implement activities and programs that go beyond these descriptions as they strive to prepare their students for college and careers. Indiana State Board of Education rules and the school improvement plan required by Public Law 221 provide avenues for gaining approval of well-planned, nonstandard programs and courses. School corporations may apply for a non-standard course waiver if the course or program is not listed in this document.

### **Please note these other important details:**

- The course descriptions in this document are based upon State Board approved course titles.
- Course descriptions provide guidance for Indiana schools as they develop instructional strategies, classroom resources, and revise the descriptions to meet local needs.
- Elementary and middle school (Grades K-8) course descriptions in the areas of Fine Arts, World Language, Health, Language Arts, and Physical Education are defined by grade clusters rather than by grade level, such as, K-3, 4-6, 6, 7, and 8 or 7 and 8.

## **OTHER HELPFUL DOCUMENTS, AVAILABLE ON OUR WEBSITE, INCLUDE:**

### **Accreditation Information**

<http://www.doe.in.gov/student-services/accreditation>

### **Common Core Standards and Resources**

<http://www.doe.in.gov/commoncore>

### **Indiana's Academic Standards Resource**

<http://www.doe.in.gov/achievement/standards/indiana-standard-resources>

### **Indiana Educator Standards**

<http://www.doe.in.gov/improvement/educator-effectiveness/rep-a-teacher-standards>

### **Indiana Standards Library**

<https://learningconnection.doe.in.gov/Standards/PrintLibrary.aspx>

### **Indiana State Approved Course Titles and Descriptions**

<http://www.doe.in.gov/achievement/ccr/course-titles-and-descriptions>

### **Indiana State Board of Education Curriculum Requirements**

<http://www.doe.in.gov/sites/default/files/curriculum/2011curriculumrequirements-21.pdf>

### **Learning Connection**

<https://learningconnection.doe.in.gov>

### **Teaching Requirements by Subject and Grade Level (Assignment Codes)**

<http://www.doe.in.gov/student-services/licensing/what-can-i-teach-my-indiana-license>

## ENGLISH/LANGUAGE ARTS

# Indiana State Approved Course Titles and Descriptions

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151 West Ohio Street  
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## ENGLISH/LANGUAGE ARTS

### Introduction

A balance of reading, writing, listening, speaking, grammar, literature, and media studies are the most important academic functions in every area of learning—not just as individual subject areas. Reading and language arts is not just something we should do primarily to be used to develop a competent and competitive work force but, further, to connect ourselves more fully with others in our society and the world. Teachers create a sense of community within the classroom as they share this knowledge and help students to understand all aspects of reading and the language arts, including the ability to think critically, and then act on this knowledge that empowers both teachers and students to expand beyond the classroom into the larger societal community.

The goal of the study of *literature* is to provide students with frequent and continual opportunities to: (1) learn and apply essential skills in reading and writing; (2) read widely to build a better understanding of various types of texts, genres, and cultures of our country and those in other parts of the world; (3) read well; (4) acquire new information that will assist in responding to the needs of the workplace and society as a whole; and (5) make reading a lifelong pursuit. Literature courses provide students with opportunities to respond to literature critically, reflectively, and imaginatively both in writing and speaking and to develop concepts and strategies for making independent critical evaluations of literature. These types of courses enhance students' awareness of various cultures and develop a sense of identity. Literature courses include reading for pleasure and expose students to reading materials available in school media centers and public libraries.

The goal of *composition* is to provide students with frequent and continual opportunities to learn and apply essential skills in writing, using a process that includes: (1) prewriting, (2) drafting, (3) revising, (4) editing, and (5) producing a final, corrected product. Strategies should include evaluating and responding to the writing of others. In addition to instruction in creating clear, coherent, and organized paragraphs and multi-paragraph essays for a variety of audiences and purposes, the courses teach strategies for collecting and transforming data for use in writing as well as teach criteria to use in the evaluation and revision of various types of writing. Instruction in grammar, usage, and mechanics is integrated with writing instruction so that students develop a common language for discussion. All writing in its final publication form follows accepted conventions of language, style, mechanics, and format.

### LANGUAGE ARTS, KINDERGARTEN

*Subject/Course 0420      Level KG      (LANG KG)*

*Language Arts, Kindergarten*, a course based on *Indiana Common Core State Standards for English/Language Arts*, is integrated instruction emphasizing writing, speaking and listening in interest- and age-appropriate content. Students experience using language to interact with others. Using art, music, movement, drama, oral language, beginning reading, and beginning writing, students respond to classic and contemporary literature. They discuss ideas and tell stories for someone to write down, and they begin to write for other readers. They begin to learn the rules of Standard English and more about communicating with others. Students listen to stories read aloud to them and draw or write independently for meaning.

## **LANGUAGE ARTS, GRADE 1**

*Subject/Course 0420      Level 01*

*(LANG 01)*

*Language Arts, Grade 1*, a course based on *Indiana Common Core State Standards for English/Language Arts*, is integrated instruction emphasizing writing, speaking and listening in interest- and age-appropriate content. Students become more independent language users and writers. Using oral language, reading, writing, art, music, movement, and drama, students respond to classic and contemporary literature. They begin to make simple oral, multimedia presentations. They begin to write compositions and other original works. They begin to use Standard English in their oral and written communication. They recite poems, rhymes, and songs, and they tell their own stories. Students listen to stories read aloud to them and write independently for meaning.

## **LANGUAGE ARTS, GRADE 2**

*Subject/Course 0420      Level 02*

*(LANG 02)*

*Language Arts, Grade 2*, a course based on *Indiana Common Core State Standards for English/Language Arts*, is integrated instruction emphasizing writing, speaking and listening in interest- and age-appropriate content. Students gain more skills in language use and writing. Using discussion, art, music, movement, and drama, students respond to classic and contemporary literature. They deliver brief oral, multimedia presentations. They learn to use the conventions of Standard English and a writing process to write clear sentences and paragraphs that develop a central idea. They tell stories and perform plays. Students listen to stories read aloud to them and write independently for meaning.

## **LANGUAGE ARTS, GRADE 3**

*Subject/Course 0420      Level 03*

*(LANG 03)*

*Language Arts, Grade 3*, a course based on *Indiana Common Core State Standards for English/Language Arts*, is integrated instruction emphasizing writing, speaking and listening in interest- and age-appropriate content. Students apply language skills and strategies they learned in earlier grades. Using discussion, reading, writing, art, music, movement, and drama, students respond to classic and contemporary literature. They deliver brief oral, multimedia presentations, and they participate in classroom or group language arts experiences. They use a writing process for doing their compositions, and they write clear sentences and paragraphs that demonstrate an awareness of audience and purpose. They tell stories and perform plays. Students listen to stories read aloud to them and write independently for meaning.

## **LANGUAGE ARTS, GRADE 4**

*Subject/Course 0420      Level 04*

*(LANG 04)*

*Language Arts, Grade 4*, a course based on *Indiana Common Core State Standards for English/Language Arts*, is integrated instruction emphasizing writing, speaking and listening in interest- and age-appropriate content. Students continue to build their vocabularies for reading and writing. Using discussion, reading, writing, art, music, movement, and drama, students respond to classic and contemporary literature. They deliver oral summaries of articles and books that they have read. They use a writing process for doing their compositions. They write multiple-paragraph narrative, descriptive, and persuasive compositions that begin to use quotations or dialogue to capture their readers' attention. They use the conventions of Standard English in their written communications. Students listen to stories read aloud to them and write independently for meaning.



## **LANGUAGE ARTS, GRADE 5**

*Subject/Course 0420      Level 05*

*(LANG 05)*

*Language Arts, Grade 5*, a course based on *Indiana Common Core State Standards for English/Language Arts*, is integrated instruction emphasizing writing, speaking and listening in interest- and age-appropriate content. Students increase their vocabularies, including those that convey ideas and images, for reading and writing. Using discussion, reading, writing, art, music, movement, and drama, students respond to classic and contemporary literature. They deliver oral responses to literature that demonstrate an understanding of ideas or images communicated by what they have read. They use a writing process for doing their compositions. They write multiple-paragraph compositions for different purposes and a specific audience or person, revising their writing as appropriate. They use transitions to connect ideas when they write, and they use the conventions of Standard English in their written communications. Students listen to stories read aloud to them and write independently for meaning.

## **READING AND LITERATURE, KINDERGARTEN**

*Subject/Course 0480      Level KG*

*(READ KG)*

*Reading and Literature, Kindergarten*, a course based on *Indiana Common Core State Standards for English/Language Arts*, is integrated instruction emphasizing reading (Reading Standards: Foundational Skills, Reading Standards for Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts and Reading Standards for Literature: Stories, Novels, Dramas and Poetry), in interest- and age-appropriate content. Students develop reading competencies as they receive instruction founded on scientifically-based reading research with a focus on phonemic awareness and phonics and developmentally appropriate strategies for fluency, vocabulary and comprehension. Students show an interest in books and experience the enjoyment of reading through stories read aloud. They retell familiar stories and talk about stories that someone read to them. They learn about the alphabet, words and sounds, and how to apply what they have learned by matching words to beginning and ending sounds, blending sounds into words, rhyming words, and reading simple sentences. They listen and respond to picture books and general fiction, nursery rhymes or songs, folktales, plays, alphabet books, nonfiction picture books (science, social studies, mathematics and other subjects), beginner's dictionaries, and online information.

## **READING AND LITERATURE, GRADE 1**

*Subject/Course 0480      Level 01*

*(READ 01)*

*Reading and Literature, Grade 1*, a course based on *Indiana Common Core State Standards for English/Language Arts*, is integrated instruction emphasizing reading (Indiana's Academic Standards 1, 2, and 3 and Common Core Reading Standards: Foundational Skills, Reading Standards for Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts and Reading Standards for Literature: Stories, Novels, Dramas and Poetry), in interest- and age-appropriate content. Students develop reading competencies as they receive instruction founded on scientifically-based reading research with a focus on phonemic awareness and phonics, fluency, vocabulary and comprehension. Students become more independent readers. They recognize letter sounds (phonemic awareness), see letter patterns, and identify the basic features of words and how to translate them into spoken language by using phonics. The sound out more complex vocabulary and comprehend the meanings of those words. They begin to read fluently, orally and silently. They read or listen to and then

respond to classic and contemporary picture books or general fiction, folktales, poetry or songs, plays, nonfiction books (science, social studies, mathematics, and other subjects), children's magazines or periodicals, beginner's dictionaries, and online information. They discuss what they have read, talking about main ideas, characters, plot, and setting. Students listen to books read aloud to them and show an interest in or read books independently for enjoyment.

## **READING AND LITERATURE, GRADE 2**

*Subject/Course 0480      Level 02      (READ 02)*

*Reading and Literature, Grade 2*, a course based on *Indiana Common Core State Standards for English/Language Arts*, is integrated instruction emphasizing reading (Indiana's Academic Standards 1, 2, and 3 and Common Core Reading Standards: Foundational Skills, Reading Standards for Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts and Reading Standards for Literature: Stories, Novels, Dramas and Poetry), in interest- and age-appropriate content. Students develop reading competencies as they receive instruction founded on scientifically-based reading research with a focus on phonemic awareness, phonics, fluency, vocabulary and comprehension. Students gain more skills in reading. They apply knowledge of sounds that are made by different letters, and they utilize decoding strategies while they learn new concepts, such as prefixes and suffixes, that help them understand the meaning of new vocabulary. They read fluently. They identify and discuss main ideas, characters, plot, setting, and theme. They ask and respond to questions, make predictions and compare information in order to comprehend what they read. They read or listen to and then respond to classic and contemporary fiction, poetry or songs, folktales, plays, nonfiction books (science, social studies, mathematics, and other subjects), children's magazines or periodicals, reference (dictionary, thesaurus, atlas) or technical materials, and online information. Students read books independently for enjoyment.

## **READING AND LITERATURE, GRADE 3**

*Subject/Course 0480      Level 03      (READ 03)*

*Reading and Literature, Grade 3*, a course based on *Indiana Common Core State Standards for English/Language Arts*, is integrated instruction emphasizing reading (Indiana's Academic Standards 1, 2, and 3 and Common Core Reading Standards: Foundational Skills, Reading Standards for Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts and Reading Standards for Literature: Stories, Novels, Dramas and Poetry), in interest- and age-appropriate content. Students develop reading competencies as they receive instruction founded on scientifically-based reading research with a focus on phonics, fluency, vocabulary and comprehension. Students move from decoding words to learning more about what words mean. They learn longer and more difficult words that express abstract ideas. They also start thinking more about what they read. They identify and discuss main ideas, characters, plot, setting, theme and problem solution. They begin to recognize the structural features used in textbooks. They read fluently with expression and without stopping to figure out what each words means. They read or listen to and then respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, folklore or mythology, poetry or songs, and plays, and nonfiction selections, such as subject-area books, biographies, children's magazines or periodicals, various reference (dictionary, thesaurus, atlas, encyclopedia) and technical materials, and online information. Students self-select books and read independently for enjoyment.

## **READING AND LITERATURE, GRADE 4**

*Reading and Literature, Grade 4*, a course based on *Indiana Common Core State Standards for English/Language Arts*, is integrated instruction emphasizing reading (Indiana's Academic Standards 1, 2, and 3 and Common Core Reading Standards: Foundational Skills, Reading Standards for Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts and Reading Standards for Literature: Stories, Novels, Dramas and Poetry), in interest- and age-appropriate content. Students develop reading competencies as they receive instruction founded on scientifically-based reading research with a focus on fluency, vocabulary and comprehension. Students continue to build their vocabularies, adding prefixes and suffixes to create new words. They learn variations on word meanings (synonyms, antonyms, idioms, and words with more than one meaning). They continue to build their reading comprehension strategies. They recognize key features of textbooks and begin to use a thesaurus to find related words and ideas. They read or listen to and then respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, folklore or mythology, poetry, and plays, and nonfiction selections, such as subject-area books, biographies, children's magazines or periodicals, various reference and technical materials, and online information. Students self-select books and read independently for enjoyment.

#### **READING AND LITERATURE, GRADE 5**

*Reading and Literature, Grade 5*, a course based on *Indiana Common Core State Standards for English/Language Arts*, is integrated instruction emphasizing reading (Indiana's Academic Standards 1, 2, and 3 and Common Core Reading Standards: Foundational Skills, Reading Standards for Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts and Reading Standards for Literature: Stories, Novels, Dramas and Poetry), in interest- and age-appropriate content. Students develop reading competencies as they receive instruction founded on scientifically-based reading research with a focus on fluency, vocabulary and comprehension. Students increase their vocabulary and their ability to understand and explain words, including those that convey ideas and images. They use word origins to determine the meaning of unknown words or phrases. They increase their use of complex reading comprehension strategies. They begin to do literary criticism by evaluating what they read and locating evidence to support what they say. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, folklore or mythology, poetry, and plays, and nonfiction selections, such as subject-area books, biographies or autobiographies, children's magazines or periodicals, various reference and technical materials, and online information. Students self-select books and read independently for enjoyment.

# FINE ARTS

## Indiana State Approved Course Titles and Descriptions

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## **FINE ARTS**

### **Introduction**

In order to provide a quality education for every child in Indiana, it is important to provide for all aspects of human growth. The artistic, expressive, and cultural aspects of each child's intellectual, emotional, physical, and social development are vital components of this growth. Research involving the impact of arts education upon mental functions supports the convictions of many educators, parents, and business leaders that the fine arts are essential due to their ability to provide students with the means to think, feel, and understand the world around them in unique ways. Literacy in the arts strengthens a person's participation in society by enhancing problem solving and communication skills as well as fostering self-expression, aesthetic awareness, and multiple points of view. For these reasons, a curriculum in each of the fine arts should be available to all students so that they may become self-directed toward lifelong learning in the arts.

The purpose of each fine arts curriculum is to promote lifelong participation in the arts by developing skilled creators, performers, critics, listeners, and observers of the arts. Students can use the arts as a means of: (1) self-expression and communication, (2) development of critical thinking skills, (3) self-knowledge and understanding of the world around them, and, (4) increasing awareness of the artistic heritage of other cultures, as well as their own.

Students who are proficient in the fine arts grow in their ability to think and learn independently. Their view of the world expands as creative avenues to expression and understanding are developed. Ultimately, the entire community benefits through the creativity, vision, and empathy fostered in the fine arts.

In order for this to happen, students must be immersed in opportunities to learn about the arts, perform and create in one or more of the art forms, and learn to analyze and critique the arts. The goals for students in grades kindergarten through grade twelve (k-12) are to enable each student to do the following:

- develop one's artistic skills;
- become confident in one's abilities in the arts;
- become a creative problem solver;
- appreciate the value of the arts;
- communicate through the arts;
- communicate about the arts;
- exhibit knowledge of the historical and cultural diversity of the arts; and
- exhibit knowledge of criticism and aesthetics in the arts.

### **Fine Arts Course Titles**

#### **VISUAL ART (ART K-3)**

*Subject/Course 0410      Levels K-3*

*Visual Art for Kindergarten through Grade 3* is based on the Indiana Academic Standards for Visual Art. Students first encounter visual art at the kindergarten level as an integral part of a variety of creative and developmentally appropriate experiences in music, dramatics, movement, arts, and crafts. As they progress through grades one through three, students receive sequential learning experiences in the early childhood art education program that encompass art history, art criticism, aesthetics, and production.

Through self-reflection, which includes dialogue, reading, and writing, students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich art vocabulary and a variety of technological resources. As part of this process, students make connections between art and other disciplines, and they explore the various roles the arts play in their communities.

### **VISUAL ART**

*Subject/Course 0410      Levels 4-6*

*(ART 4-6)*

*Visual Art in Grades 4 through 6* is based on the Indiana Standards for Visual Art. Students in the elementary art education program build on the sequential learning experiences of the early childhood program that encompass art history, criticism, aesthetics, and production. Through self-reflection, which includes dialogue, reading, and writing, students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich vocabulary and a variety of technological resources. Students make connections between art and other disciplines. They also utilize art community resources, explore career opportunities in art, and identify opportunities for involvement in the arts community.

### **CREATIVE DRAMATICS**

*Subject/Course 0412      Levels K-3*

*(DRAMA K-3)*

*Creative Dramatics for Kindergarten through Grade 3* is based on the Indiana Academic Standards for Theatre. Instruction in Creative Dramatics can be integrated across the curriculum, particularly within the language arts curriculum, to provide students with opportunities to express themselves and expand their imaginations through dramatic play and storytelling. Students become aware of the uses of movement, language, behavior patterns, and voice control to express emotion and characterization. They also learn to improvise dialogue and to formalize the improvisations by recording or writing them. Activities and experiences provide opportunities for students to interact with others in dramatic activities. Students experience historical and cultural aspects of theatre by viewing and discussing the work of performing artists and theatrical presentations, also identifying opportunities to experience live theatre in their own communities.

### **CREATIVE DRAMATICS**

*Subject/Course 0412      Levels 4-6*

*(DRAMA 4-6)*

*Creative Dramatics for Grades four through six* is based on the Indiana Academic Standards for Theatre. Instruction in Creative Dramatics can be integrated across the curriculum, particularly within the language arts curriculum, to provide students with opportunities to express themselves and expand their imaginations through dramatic play and storytelling. Students become aware of the uses of movement, language, behavior patterns, and voice control to express emotion and characterization. They also learn to improvise dialogue and to formalize the improvisations by recording or writing them. Activities and experiences provide opportunities for students to interact with others in dramatic activities. Students experience historical and cultural aspects of theatre by viewing and discussing the work of performing artists and theatrical presentations, also identifying opportunities to experience live theatre in their own communities.

## **DANCE**

*Subject/Course 0414      Levels K-3      (DANCE K-3)*

*Dance for Kindergarten through Grade 3* is based on the Indiana Academic Standards for Dance, and instruction can be integrated across the curriculum. Dance education in the early grades begins with awareness of bodily movement and its potential for creative and expressive activities. Students learn basic movement within musical contexts and begin to think of ways of creating and performing dance movements. Students also begin thinking critically about dance by learning attentive audience behavior for their peers, as well as describing movement elements and expressive movement choices. Dance and creative movement activities are used to enhance students' physical and verbal communication skills. This course also introduces students to dance movements of their own and to various cultures through the use of folk dances.

## **DANCE**

*Subject/Course 0414      Levels 4-6      (DANCE 4-6)*

*Dance for Grades 4 through 6* is based on the Indiana Academic Standards for Dance, and integrated instruction across the curriculum is strongly encouraged. Students in the upper elementary grades continue to develop their skills in dance movement and begin to acquire knowledge that enhances development of self-image and social interactions. Collaborative dance projects are increasingly emphasized as well as the physical and healthful aspects of this form of exercise.

## **EXPLORING MUSIC**

*Subject/Course 0440      Levels K-3      (MUS K-3)*

*Exploring Music in Kindergarten through Grade 3* is based on the Indiana Academic Standards for Music. Students are provided a balanced, comprehensive music curriculum that is developmentally appropriate in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to perform and create music, respond to music, and integrate music study into other subject areas. Activities and experiences in music are designed to develop students' appreciation of music as an art form, to build the foundation for music literacy, and to understand music as it relates to history, culture, and the community.

## **EXPLORING MUSIC**

*Subject/Course 0440      Levels 4-6      (MUS 4-6)*

*Exploring Music in Grades 4 through 6* is based on the Indiana Academic Standards for Music. Students are provided a balanced, comprehensive music curriculum that is developmentally appropriate in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to perform and create music, respond to music, and integrate music study into other subject areas. Activities and experiences in music are designed to develop students' appreciation of music as an art form, to build the foundation for music literacy, and to understand music as it relates to history, culture, and the community.

## **INSTRUMENTAL MUSIC**

*Subject/Course 0442      Levels 4-6      (I MUS 4-6)*

*Instrumental Music for Grades 4-6* is based on the Indiana Academic Standards for Music and provides students with the opportunity to apply knowledge learned in the Kindergarten through Grade 6 Exploring Music

curriculum by learning to play an instrument. The instrumental classes provide beginning instruction in any of the following areas: strings, woodwinds, brass, percussion, guitar, recorder, and keyboard instruments, including electronic instruments. Ensemble and solo activities are designed for students to develop elements of musicianship including tone production, technical skills, intonation, and music reading skills. Experiences include improvising and playing by ear. Students also participate in performance opportunities outside of the school day that support and extend the learning in the classroom.

### **VOCAL MUSIC**

*Subject/Course 0444      Levels 4-6*

*(V MUS 4-6)*

*Vocal Music in Grades 4 through 6* is based on the Indiana Academic Standards for Music and provides students with the opportunity to apply knowledge learned in the Kindergarten through Grade 6 Exploring Music curriculum by participating in choral ensemble classes. Ensemble classes provide group and solo activities and are designed to develop students' musicianship including vocal production, intonation, and music reading skills. Activities and experiences include listening to, analyzing, and evaluating music, as well as performing a wide variety of vocal literature, of many styles, from selected historical periods and cultures. Experiences in improvisation and sight-singing are also included in this course of study. Students are given opportunities to participate in performances outside of the school day that support and extend learning in the classroom.



## HEALTH AND WELLNESS

# Indiana State Approved Course Titles and Descriptions

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## HEALTH AND PHYSICAL EDUCATION

### Introduction

A well designed and implemented school health education program will contribute to a student's ability to successfully adopt and practice behaviors that protect and promote health, and avoid or reduce health risks. A comprehensive health education program provides students with opportunities to build skills that will enhance critical thinking abilities, decision making, problem solving and behavioral skills, and develop health literacy. To reach this goal, the educator and the program will teach functional health information (essential concepts); help students determine personal values that support health behaviors; help students develop group norms that value a healthy lifestyle; and help students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors.

In Indiana, the Academic Standards for Health and Wellness are designed to support students in their development of essential health skills within the ten health content areas: (1) Growth and Development; (2) Mental and Emotional Health; (3) Community and Environmental Health; (4) Nutrition; (5) Family Life; (6) Consumer Health; (7) Personal Health; (8) Alcohol, Tobacco, and Other Drugs; (9) Intentional and Unintentional Injury; and (10) Health Promotion and Disease Prevention. Knowledge of core health concepts and underlying principles of health promotion and disease prevention are included in Standard One. Standards Two through Eight identify key processes and skills that are applicable to healthy living. These include identifying the impact of family, peers, culture, media, and technology on health behaviors; knowing how to access valid health information; using interpersonal communication, decision-making, goal-setting, and advocacy skills; and enacting personal health-enhancing practices.

### Health and Wellness

*Subject/Course 0452    Level KG                    (Grade – Kindergarten)*

Primary level health education provides the foundation for a life-long journey of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course is part of a planned, sequential, comprehensive health education curriculum that uses the Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. In kindergarten, students begin to identify the role health plays in their life. This course focuses on what students can do to promote good health and well-being, making clear connections to their immediate environment and health information, concepts, skills, and behaviors.

### Health and Wellness

*Subject/Course 0452    Level 1                    (Grade – First)*

Primary level health education provides the foundation for a life-long journey of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course is part of a planned, sequential, comprehensive health education curriculum that uses the Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. In grade one, students continue to identify the role health plays in their lives and begin to practice, recognize, and explain the importance of health promoting behaviors such as identifying safe behaviors to prevent common accidents, explaining why it's important to care for their bodies, and practicing working together and following

rules. This course focuses on what students can do to promote good health and well-being, making clear connections to their immediate environment and health information, concepts, skills, and behaviors.

### **Health and Wellness**

*Subject/Course 0452    Level 2*

*(Grade – Second)*

Primary level health education provides the foundation for a life-long journey of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course is part of a planned, sequential, comprehensive health education curriculum that uses the Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. In grade two, students continue to explore and understand the dimensions of health as being physical, mental, and social, and begin to acknowledge personal responsibility for health promotion and/or risk reduction. They identify and compare the diverse internal and external factors that influence health practices and behaviors, identify health goals and decisions, and name health behaviors to prevent injuries, diseases, and disorders. This course focuses on what students can do to promote good health and well-being, making clear connections to their immediate environment and health information, concepts, skills, and behaviors.

### **Health and Wellness**

*Subject/Course 0452    Level 3*

*(Grade – Third)*

Health education for the upper elementary student focuses on how students can assume more responsibility for their health, develop positive health behaviors, and prevent negative, unhealthy behaviors. Acceptance of differences in individual growth and development as well as strategies to prevent the use of alcohol, tobacco, and other drugs is woven throughout the course. This course is part of a planned, sequential, comprehensive health education curriculum that uses the Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. In grade three, students continue to recognize and examine the interrelationships of emotional, physical, and social health and the impact of their surroundings on their personal health, decisions, and practices. The identification and practice of refusal and conflict-resolution skills contributes to the continued learning of health-enhancing skills, behaviors, and practices. Health education at this level includes the development of a wider range of skills, enhanced knowledge, and an increased emphasis on attitudes conducive to a healthy lifestyle. Opportunities to apply knowledge and skills are provided through interactive instructional strategies and activities

### **Health and Wellness**

*Subject/Course 0452    Level 4*

*(Grade – Fourth)*

Health education for the upper elementary student focuses on how they can assume more responsibility for their health, develop positive health behaviors, and prevent negative, unhealthy behaviors. Acceptance of differences in individual growth and development and cultures, as well as strategies to prevent the use of alcohol, tobacco, and other drugs is woven throughout the course. This course is part of a planned, sequential, comprehensive health education curriculum that uses the Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. In grade four, students will identify skills, sources, and strategies for health promotion and demonstrate their understanding and ability to apply them to a personal health plan. The use of the decision-making process, situation analysis, and determining healthy alternatives are central themes at this grade level. Health education at this level

includes the development of a wider range of skills, enhanced knowledge, and an increased emphasis on attitudes conducive to a healthy lifestyle. Opportunities to apply knowledge and skills are provided through interactive instructional strategies and activities.

### **Health and Wellness**

*Subject/Course 0452 Level 5*

*(Grade – Five)*

Health education for the upper elementary student focuses on how students can assume more responsibility for their health, develop positive health behaviors, and prevent negative, unhealthy behaviors. Acceptance of differences in individual growth and development and cultures, as well as strategies to prevent the use of alcohol, tobacco, and other drugs is woven throughout the course. This course is part of a planned, sequential, comprehensive health education curriculum that uses the Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. In grade five, students will continue to analyze, develop, model, and refine coping, decision making, and interpersonal skills as they relate to adolescent growth and development, disease prevention, stress management, and other health-related areas. Health education at this level includes the development of a wider range of skills, enhanced knowledge, and an increased emphasis on attitudes conducive to a healthy lifestyle. Opportunities to apply knowledge and skills are provided through interactive instructional strategies and activities.

# INTERNATIONAL BACCALAUREATE COURSES

## Indiana State Approved Course Titles and Descriptions

Indiana Department of Education  
Division of College and Career Readiness  
151 West Ohio Street  
Indianapolis, IN 46204

## INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME

*International Baccalaureate for this subject area at:*

<http://www.ibo.org/programmes/pd/index.cfm>

### Introduction

The IB Primary Years Programme (PYP) is designed to meet the educational requirements for students aged 5 to 10 (generally grades K-5). The PYP includes 6 units of inquiry studied simultaneously – Language, Social Studies, Sciences, Mathematics, Arts, and Personal, Social and Physical Education. The PYP philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning.

The IB PYP has six transdisciplinary themes of global significance through which all subjects are taught. These include: who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves and sharing the planet. One theme is studied each year of the PYP.

The PYP must address the five essential elements – concepts, knowledge, skills, attitudes, action – within the framework of instruction. It must include study of host or home country and the culture of individual students and culture of others, including their belief systems. The PYP also requires study of a language in addition to the language of instruction.

A personal project, called the “exhibition” is required of students in their final year of the PYP. This project is an extended collaborative inquiry product developed over a period of time with teacher guidance.

Indiana is currently home to three IB Primary Years Programme Schools, with several others in the authorization process. Only IB authorized schools may offer courses identified as “IB”. To learn more about becoming a Primary Years Programme visit [www.ibo.org](http://www.ibo.org).

# MATHEMATICS

## Indiana State Approved Course Titles and Descriptions

Indiana Department of Education  
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## **MATHEMATICS**

### **Introduction**

In grades K-5, the focus is on the addition, subtraction, multiplication and division of whole numbers, fractions and decimals, with a balance of concepts, skills and problem solving. Arithmetic is viewed as an important set of skills and also as a thinking subject that prepares students for algebra. Measurement and geometry develop alongside number and operations and are tied specifically to arithmetic along the way. The Standards for Mathematical Practice should be embedded in classroom instruction, discussions, and activities. They describe the kind of mathematics teaching and learning to be fostered in the classroom.

### **Mathematics**

*Subject/Course 0430    Level KG*

*(MATH KG)*

Kindergarten students represent and compare whole numbers, initially with sets of objects. They also describe their physical world by using both 2 and 3 dimensional shapes and spatial reasoning. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **Mathematics, Grade 1**

*Subject/Course 0430    Level 1*

*(MATH 01)*

Grade 1 students develop understanding of addition, subtraction, and strategies for addition and subtraction within 20. They develop understanding of whole number relationships and place value, including grouping in tens and ones. Students develop understanding of linear measurement and reason about attributes of, and composing and decomposing geometric shapes. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **Mathematics, Grade 2**

*Subject/Course 0430    Level 2*

*(MATH 02)*

Grade 2 students understand place value for numbers up to 1,000, add and subtract numbers less than 1,000, describe attributes of common geometric shapes and objects, and understand and use units of linear measurement. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **Mathematics, Grade 3**

*Subject/Course 0430    Level 3*

*(MATH 03)*

Grade 3 students understand place value for whole numbers up to 10,000, interpret and model fractions, use standard algorithms for addition and subtraction of whole numbers, and understand the meaning of multiplication and division of whole numbers. They identify and draw points and lines and measure the length



and weight of objects. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **Mathematics, Grade 4**

*Subject/Course 0430    Level 4*

*(MATH 04)*

Grade 4 students understand place value for whole numbers, interpret and model decimals, demonstrate fluency with multiplication facts up to 10 and related division facts, multiply numbers up to 100 by single digit numbers and by 10, and model addition and subtraction of simple fractions. They identify and draw various angles and lines and find the perimeter and area of rectangles. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **Mathematics, Grade 5**

*Subject/Course 0430    Level 5*

*(MATH 05)*

Grade 5 students multiply and divide whole numbers; compare fractions, decimals and common percents; and add and subtract fractions and decimals. They identify polygons and find the perimeter and area of triangles, parallelograms, and trapezoids. They evaluate simple algebraic expressions and use coordinate grids to represent points in the first quadrant that fit linear equations. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

# PHYSICAL EDUCATION

## Indiana State Approved Course Titles and Descriptions

Indiana Department of Education  
Division of College and Career Readiness  
151 West Ohio Street  
Indianapolis, IN 46204

## PHYSICAL EDUCATION

### Introduction

Over the past three decades, childhood obesity rates in America have tripled, and today, nearly one in three children in America are overweight or obese. One third of all children born in 2000 or later will suffer from diabetes at some point in their lives; many others will face chronic obesity-related health problems like heart disease, high blood pressure, cancer, and asthma. The Surgeon General's Report on Physical Activity and Health indicates that by including moderate amounts of physical activity in their daily lives individuals can substantially improve their health and quality of life. Research shows that quality physical education programs contribute to students' regular participation in physical activity (Fairclough & Stratton, 2005; Luepker et al., 1996; Morgan, Beighle, Pangrazi, in press; NASPE, 2003; Sallis, McKenzie, Alcaraz, Kolody, Faucette, & Hovell, 1997), and can increase student participation in moderate to vigorous physical activity (CDC, 2001).

Physical education should be designed to help students progress from introductory movement skills in the primary grades to more complex movement patterns in middle school and high school. Students should have the opportunity to learn through a developmentally appropriate, comprehensive, sequentially planned program that is aligned with the Indiana Physical Education Standards. Through it students are given the opportunity to gain the knowledge and skills to become proficient movers and participants in a lifetime of physical activity. In addition, physical education assists students in their physical, mental, emotional, social and character development. It provides opportunities to integrate academic concepts and applies the use of technology to physical activity settings.

For students with special mental, physical, sensory, behavioral or neurological needs, adapted physical education should be offered in the least restrictive environment based on an individual assessment. Physical education can also be modified for students with religious objections or who need short term modifications due to illness or a temporary injury. In these cases, goals should be individualized and used to evaluate student progress.

### Physical Education, Primary

*Subject/Course 0450 Level KG*

*(Grade K)*

*Physical Education in Kindergarten is based on the Indiana Standards for Physical Education.*

Students in the kindergarten physical education education program build on the sequential learning experiences of the early childhood program with an emphasis on how students move in the environment. Students learn fundamental locomotor (walking, running, hopping, skipping, jumping, sliding, galloping), nonlocomotor (bending, twisting, turning, rocking, swaying, rolling, balancing, stretching, pushing and pulling) and manipulative (rolling, throwing, catching/collecting, bouncing, kicking, dribbling, volleying, and striking) skills through a wide variety of activities. These experiences include initial exposure to fitness concepts and fitness development exercises. Activities encourage socialization, feelings of personal success, expressing ideas through movement, and the integration and reinforcement of a variety of educational concepts. Ongoing assessment is conducted throughout the curriculum.

### Physical Education, Primary

*Subject/Course 0450 Level 1*

*(Grade 1)*

*Physical Education in Grade 1 is based on the Indiana Standards for Physical Education.*

Students in Grade 1 physical education participate in a wide variety of movement experiences with an emphasis is on moving through space and time. As they perform a variety of fundamental locomotor and nonlocomotor skills students learn to move within different spaces, at varying speeds, with different amounts of force, and using different levels, directions, and pathways. Students learn how to purposely manipulate objects. Skills are developed through application in games, rhythmic activities and developmental exercises. Students learn playground rules and safety practices for self and others. The course fosters fitness and interdisciplinary connections. Ongoing assessment is conducted throughout the curriculum.

#### **Physical Education, Primary**

*Subject/Course 0450 Level 2*

*(Grade 2)*

*Physical Education in Grade 2 is based on the Indiana Standards for Physical Education.*

Students in Grade 2 physical education participate in a wide variety of activities and games where they learn to move with one another in space and to work cooperatively with a partner. Activities integrate and reinforce educational concepts. Students learn to combine fundamental locomotor and nonlocomotor skills and to apply basic strategy in active games. Students learn to manipulate objects with a partner (throwing, catching, striking, kicking, bouncing, and rolling). They learn how to use fitness and sport equipment safely and to identify opportunities for involvement in family and community recreation and sport. Students learn fitness concepts (cardio-respiratory endurance, body composition, flexibility, muscular strength and endurance) and participate in fitness activities with more intensity. Ongoing assessment is conducted throughout the curriculum.

#### **Physical Education, Primary**

*Subject/Course 0450 Level 3*

*(Grade 3)*

*Physical Education in Grade 3 is based on the Indiana Standards for Physical Education.*

Students in Grade 3 physical education participate in experiences designed to refine fundamental movement patterns and combinations of movements. The emphasis is on how students react and respond to others as they apply strategies in situations such as games, gymnastics, and rhythmic activities. Students learn to analyze their performance in order to learn or improve a movement skill. Students learn rules related to the use of equipment, safety and games. They continue to learn fitness concepts, set personal fitness goals, and apply fitness to daily living. Ongoing assessment is conducted throughout the curriculum.

#### **Physical Education, Primary**

*Subject/Course 0450 Level 4*

*(Grade 4)*

*Physical Education in Grade 4 is based on the Indiana Standards for Physical Education.*

Students in Grade 4 physical education participate in experiences designed to refine movement patterns and combinations while placing emphasis on manipulating objects. Students develop more mature techniques for throwing, catching, striking, kicking, trapping and dribbling and applying combinations of specialized skills through activities like gymnastics, dance, adventure, and individual, dual, and team sport games and activities. They learn to analyze their performance in order to improve their skill level. Students continue to learn fitness concepts, take self assessments, and set goals to improve personal fitness levels. They strengthen cooperation skills, learn to work as part of a group, appreciate personal differences, and value the rights of others. Ongoing assessment is conducted throughout the curriculum.

**Physical Education, Primary**

*Subject/Course 0450 Level 5*

*(Grade 5)*

*Physical Education in Grade 5 is based on the Indiana Standards for Physical Education.*

Students in Grade 5 physical education further develop their understanding of movement concepts (body awareness, spatial awareness, qualities of movement, relationships) and mature (proficient) movement forms in order to analyze their performance and improve their skill level. They continue to refine and develop complex movement patterns and skills through games, rhythmic activities and sports. The emphasis is on manipulating objects with accuracy and speed. Students continue to learn fitness concepts, participate in fitness activities at school and home, assess their fitness level by comparing their scores to a health related standard, and set goals for improvement. They learn to work independently and together and accept varying abilities and interests. Ongoing assessment is conducted throughout the curriculum.

# SCIENCE

## Indiana State Approved Course Titles and Descriptions

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# SCIENCE

## Introduction

In the elementary grades students gain scientific knowledge by observing the natural and constructed world, performing and evaluating investigations and communicating their findings. Students will learn to use materials and tools safely and employ the basic principles of the engineering design process in order to find solutions to problems. These process skills are integrated into the curriculum along with the content standards in physical science, earth science, life science and science, technology and engineering.

## SCIENCE

*Subject/Course 0460 Level 1*

*(SCI 01)*

Students in first grade study the composition of objects, the nature of solids and liquids, the properties of soil, and the relationship of living things to one another and to their environment. Students learn about naturally occurring and human made materials and design and construct a habitat for an animal.

## SCIENCE

*Subject/Course 0460 Level 2*

*(SCI 02)*

Students in second grade study changes in physical properties of materials and the affect of force on the motion of an object. They investigate patterns in the weather, in the position of the sun and the moon in the sky during the day and in the shape of the moon over the course of about a month. Students study the life cycles of plants and animals and compare the different body plans. Students investigate simple tools and how they can be used to meet human needs.

## SCIENCE

*Subject/Course 0460 Level 3*

*(SCI 03)*

Students in third grade study sound and light and recognize them as forms of energy. They investigate rocks and minerals and develop an understanding of how natural materials can meet the needs of plants and animals. Students study plant growth and development. Students investigate the uses and types of simple machines and study ways to solve real world problems.

## SCIENCE

*Subject/Course 0460 Level 4*

*(SC GR-4)*

Students in fourth grade study heat and electricity as forms of energy and they construct simple electric circuits. They study how the shape of the land changes over time and how natural resources are in limited supply. Students study how the physical characteristics of organisms affect survival and reproduction. Students investigate transportation systems, design a moving system and measure its motion.

**SCIENCE**  
(SC GR-5)

*Subject/Course 0460 Level 5*

Students in fifth grade study the relationship between weight and volume and the differences between weight and mass. They study the solar system and patterns in the sun-moon-earth system. Students study the roles and relationships of producers and consumers in an ecosystem. They investigate the human musculoskeletal system and how to design and build prototypes.



# **SOCIAL STUDIES**

## **Indiana State Approved Course Titles and Descriptions**

Indiana Department of Education  
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151 West Ohio Street  
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# **SOCIAL STUDIES**

## **Introduction**

Social Studies focuses on lifelong learning to understand, analyze, react to, and act upon the relationships between people and their environments in time and space. Social studies provides opportunities that develop knowledge and skills which enable student to grow in: (1) personal and civic responsibility; (2) perspectives that allow students to see themselves as a part of a larger human experience; (3) critical understanding of history, geography, economic, political and social institutions, traditions, and civic virtues in America and the world; and (4) thinking analytically and applying the concepts learned.

According to the National Council for the Social Studies (NCSS addresses the multidisciplinary nature of this area of the curriculum and highlights the civic purpose and key elements of social studies education: "Social Studies is the integrated study of the social sciences and the humanities to promote civic competence. Within the school program, Social Studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences."

The fundamental purpose of social studies is to provide preparation and practice for active, lifelong citizenship. Active citizenship in a democratic society requires the development of skills for thinking, decision making, and participation. Citizens of all ages make decisions that affect themselves, their families, their communities, the nation and the world. The goal of social studies education is to help students develop the ability to make well-informed, well-reasoned decisions and to act responsibly.

## **SOCIAL STUDIES** *(Grade K)*

*Subject/Course 0470    Level KG*

The goal of social studies education is for children to develop thinking and decision-making skills that will prepare them for responsible citizenship in a democratic society. Children begin to acquire these skills at the kindergarten level through learning experiences that allow them to explore their relationships with the immediate environment. This is the time when children begin to develop an understanding of time and space relationships. Kindergarten students are introduced to examples of differences and changes in their surroundings and learn to describe a sequence of events in a day. They also become familiar with geographic relationships, such as location (here, there, over, under) direction (up, down) size (big, little) and shape. Children are given opportunities to discover how people are similar and different and how people live and work together in families around the world. Kindergarten students should begin to accept responsibility for their behavior in school and to explain why rules are needed in families and at school. Children in kindergarten have the opportunity to use a variety of resources, including technology and electronic and print media, as a means of gathering and organizing information. They should have the opportunity to learn through play and participation in large and small groups, as well as through individual learning activities.

## **SOCIAL STUDIES** *(Grade 1)*

*Subject/Course 0470    Level 1*

At the first grade level, students develop thinking and decision-making skills through active participation as members of their school and neighborhood. They learn to identify events and changes taking place in the school

and local community and classify events as taking place “today,” “yesterday,” and “long ago.” They explore geographic relationships in their immediate environment, make models and maps to show locations of familiar surroundings, and recognize maps and globes as models of the earth. First grade students have the opportunities to discuss ways in which people are alike and different and how people around the world work and use resources to meet their needs. Students in grade one learn to explain why rules are needed in groups and apply rules to different group situations. They are given opportunities to practice citizenship skills through participation in a variety of group activities.

## **SOCIAL STUDIES**

*Subject/Course 0470    Level 2*

*(Grade 2)*

Through active learning experiences, students in the second grade are able to apply thinking and decision-making skills within the context of their school and neighborhood. Students examine events and changes that might take place in the future. Students identify local land forms and bodies of water. They explore geographic relationships by making simple maps of the school and neighborhood. Students demonstrate that neighborhoods around the world are made up of people of diverse ages and backgrounds and explain how family and community members depend upon each other to provide for emotional needs and for goods and services. Students also identify the rights and responsibilities of members of the school and neighborhood and explain why communities have rules and laws. They should have opportunities to engage in problem solving and participate in the development of classrooms rules. They should have the opportunity to use a variety of means for gathering and organizing information.

## **SOCIAL STUDIES**

*Subject/Course 0470    Level 3*

*(Grade 3)*

Through active learning experiences, third grade students gain knowledge and process information about their local community from a variety of resources. They identify important historical events, places, and persons from the past and make connections with their present community. Third grade students explore their own community, including its: (1) geographic location, (2) human and material resources, (3) major work and services, and (4) basic beliefs and values. Students begin to understand other communities in the state and the world through simple comparative studies. For third graders, the study of history emphasizes continuity and change. Concepts of time and space should unfold through such direct experiences as historic role playing, interviews, study trips, and the construction of simple maps and charts. Through group work and projects, students should increase communications and decision-making skills and build civic values relating to responsible community citizenship. Skills to receive special emphasis include: (1) using cardinal and intermediate directions and common map symbols; (2) locating their community, major land and water forms, and reference points on maps and globes; (3) making simple generalizations about change, both past and future, and the influence of geographical locations; (4) giving examples of the diversity of goods and services; (5) exploring the heritage of their own and selected communities; and (6) demonstrating responsible decision-making and citizenship skills.

## **SOCIAL STUDIES**

*Subject/Course 0470    Level 4*

*(Grade 4)*

Fourth grade students apply their growing academic skills and knowledge to an exploration of Indiana and its relationships with regional, national, and world communities. Students are beginning to develop a more definite concept of time and can begin to deal with cause-and-effect relations and decision-making processes, such as identifying problems and considering alternative solutions and their consequences. These skills and concepts must be related to students' lives and should be presented in a wide variety of resources and hands-on-activities, which include: (1) collecting and examining primary documents and artifacts, (2) making models and maps, (3) talking with community resource persons, and (4) visiting historic sites and buildings.

In the fourth grade, students identify key people, places and events that have shaped their state and region. They learn to explain how changes have affected people and communities. Students identify major land forms, water features and resources, and explain how they have influenced state and regional development. They learn to describe the basic structure of state government and explain its purpose. Students have opportunities to actively explore and appreciate the diverse cultures which have contributed to Indiana's heritage. Students also learn to develop proficiency in working cooperatively in groups to: (1) collect data from a variety of resources, including electronic and print media; (2) draw simple conclusions; and (3) organize data using graphs, charts, maps, and simple time lines.

## **SOCIAL STUDIES**

*Subject/Course 0470    Level 5*

*(Grade 5)*

Through active learning experiences at the fifth grade level, students begin a formal exploration of United States history, geographic regional studies, economics, government, current events, and cultural heritage. Students' increasing interest in the ability to gather and organize data enables them to explore the physical and cultural characteristics of the United States and its neighbors. Most fifth grade students benefit from working and sharing in flexible groups so that they can become actively involved in "how-to" demonstrations. Their natural interest in science, biography, and travel set the stage for experience involving maps, memorabilia, collections, simulations, educational games, group-planned projects, first-person presentations, and school and community experiences. Fifth graders' interest in collecting and demonstrating uses of old objects provides avenues for extending time concepts.

In activities, emphasis is placed on the problem-solving skills of questioning, examining fact and opinion, analyzing and evaluating sources of information, contrasting and comparing using primary and secondary sources, and conducting research using a variety of resources, including technology and electronic and print media. Students also learn to describe the major components of our national government and to demonstrate responsible citizenship in the classroom and school setting. Additional standards to be taught include: (1) analyzing maps, globes, and graphic organizers; (2) creating and interpreting charts and graphs; (3) identifying relationships; (4) debating issues; (5) posing alternative actions; and (6) developing thinking and independent study skills.

# WORLD LANGUAGES

## Indiana State Approved Course Titles and Descriptions

Indiana Department of Education  
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## **WORLD LANGUAGES**

### **WORLD LANGUAGES – GRADES K-3**

*Subject/Course 0402      Levels K-3      (WL KG-3)*

*World Languages – Grades K-3*, a course based on *Indiana’s Academic Standards for World Languages*, focuses on the student’s self, emphasizing developmentally-appropriate vocabulary centered around the student and the immediate, familiar environment. The principle objectives for these grades are developing listening comprehension skills and fostering confident interpersonal communication. While print and written materials can be present in the classroom setting to enable peripheral learning and to generate student interest, interpretive skills related to reading are not explicitly taught in the introductory grades. Emphasis is also given to developing student awareness of relationships between the target language and cultures, as well as reinforcing concepts from other content areas. *World Languages – Grades K-3* is designed to be a sequential Foreign Language in the Elementary School (FLES) course that builds to communicative proficiency in a world language.

### **WORLD LANGUAGES – GRADES 4-6**

*Subject/Course 0404      Levels 4-6      (WL 4-6)*

*World Languages – Grades 4-6*, a course based on *Indiana’s Academic Standards for World Languages*, focuses on the student and his or her family, taking into account the expanding awareness of students at this grade level. The principle objectives for these grades are continued development of interpersonal communication skills, as well as development of interpretive skills involving word recognition and reading. Emphasis is also given to developing student awareness of relationships between the target language and cultures, as well as reinforcing concepts from other content areas. *World Languages – Grades 4-6* is designed to be a sequential Foreign Language in the Elementary School (FLES) course that builds to communicative proficiency in a world language.

### **WORLD LANGUAGES IMMERSION**

#### **GRADES K-3**

*Subject/Course 0422      Levels K-3      (WLI K-3)*

*World Languages Immersion – Grades K-3* is a world language program in which at least fifty percent of instructional time is spent learning subject matter taught in the world language. Students address specific grade-level academic standards for selected subjects; the focus of the world language program is delivery of the content, and teachers should follow the content area academic standards at the appropriate grade level. Thus, world language learning is incorporated as necessary throughout the curriculum; language, content and culture are interwoven throughout instruction. Program models generally fit into one of three categories: total immersion, partial immersion, or two-way (dual) immersion. Students in these courses typically reach higher levels of functional proficiency in the language than through Foreign Language in the Elementary School (FLES) programs.

### **WORLD LANGUAGES IMMERSION**

#### **GRADES 4-6**

*Subject/Course 0424      Levels 4-6      (WLI 4-6)*

*World Languages Immersion – Grades 4-6* is the continuation of a world language program that began in grades kindergarten through third, in which at least fifty percent of instructional time is spent learning subject matter taught in the world language. Students address specific grade-level academic standards for selected subjects; the focus of the world language program is delivery of the content, and teachers should follow the content area academic standards at the appropriate grade level. Thus, world language learning is incorporated as necessary throughout the curriculum; language, content and culture are interwoven throughout instruction. Program models generally fit into one of three categories: total immersion, partial immersion, or two-way (dual) immersion. Students in these courses typically reach higher levels of functional proficiency in the language than through Foreign Language in the Elementary School (FLES) programs.

### **EXPLORING WORLD LANGUAGES**

*Subject/Course 2182      Levels K-8      (EX WLD LANG)*

*Exploring World Languages* is a course that may be offered to students in Kindergarten through Grade 8 that provides a sampling of world languages and cultures for students who have not had a prior opportunity for world language learning. Typical objectives of this course include development of basic linguistic and cultural awareness, learning basic words and phrases in world languages, development of listening skills, and development of an interest in world languages for future study. Exploring World Languages is a non-sequential course, and does not lead to the development of communicative proficiency in a world language.